

Title II, Part A

Improving Teacher Quality



Title II Part A - Improving Teacher Quality

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## Purpose

To *increase student academic achievement* by

- Improving teacher quality
- Increasing the number of highly qualified teachers in the classroom



# **Title II Part A - Improving Teacher Quality**

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Districts Must Conduct A Local Needs Assessment

- For planning professional development and hiring
- Involve teachers, including Title I teachers, in planning professional development



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## Local Activities

- Are based upon a local needs assessment
- Are designed collaboratively by a local committee
- Are tied to challenging standards and are based upon scientific research
- Are targeted to low-performing students, teachers, and schools
- Improve student achievement
- Meet the needs of teachers and principals



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Local Activities (Continued)

- Professional development for core content teachers
- Hiring highly qualified teachers to reduce class size
- Retention of highly qualified teachers
- Recruitment of highly qualified teachers



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## Local Activities (Continued)

### Definitions

- **Core Academic Subjects:**

- Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. [*ESEA Title IX, Part A, Section 9101 Definitions, (11)*].
- Please note that "social studies" is not a core subject; in the area of social studies, only the topics underlined above are core areas.

- **Teacher:**

- For Title IIA purposes, a teacher provides instruction in the core academic subjects to K-12 students and maintains daily student attendance records. [*National Center for Education Statistics (NCES) definition*]



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Local Activities (Continued)

Professional Development to core teachers in:

- Knowledge of core subjects taught
- Improving teaching practices
- Addressing the needs of students with different learning styles
- Improving student classroom behavior
- How to involve parents in the student's education
- Understanding and using data and assessments to improve classroom practice



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## Local Activities (Continued)

### High Quality Professional Development

- Meets district needs and goals
- Is ongoing and job-embedded
- Is not short term workshops
- Changes teaching practice
- Raises student achievement

*See the link to high quality professional development under Title IIA Activity 1*





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Local Activities (Continued)

- Hiring highly qualified teachers to reduce class size
 - Needs assessment must show the need to reduce class size
 - Only highly qualified teachers can be hired
 - Title IIA can not be used to hire a aide.



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~~~~~ **Local Activities** (Continued)

- Retention of highly qualified teachers
 - Mentoring programs are often used.
 - Check the union contract before providing a bonus.
 - Can pay a bonus only to teachers with a demonstrable record of raising the achievement of low-achieving and low-income students.
 - No salaries can be paid with Title IIA to retain a teacher, nor can raises be given to all or selected staff



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## Local Activities (Continued)

- Recruitment of highly qualified teachers
  - One-time signing bonuses or moving expenses to teach in
    - Schools with a shortage of highly qualified teachers
    - Academic subjects with shortage of highly qualified teachers
  - No salaries can be paid with Title IIA to recruit a teacher, nor can a salary be raised with Title IIA funds.



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Professional Development Activities Must

- Be content rich
- Be aligned to content and performance standards
- Be tied to an over-all district plan
- Be classroom-focused
- Raise student achievement



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### **Professional Development Activities Must Improve Teacher Knowledge**

- In the core academic subject(s) taught by that teacher
- In effective instructional strategies and use of challenging state standards to improve student achievement
- In staff collaborative planning



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Professional Development Activities Must Improve Teacher Knowledge (Continued)

- In teaching students with different learning styles (disabilities, special learning needs, gifted and talented, limited English proficiency)
- In improving student classroom behavior
- In identifying early interventions to enable students with different learning styles to learn



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### **Professional Development Activities Must Improve Teacher Knowledge (Continued)**

- In involving parents in their child's education
- About understanding and using data and assessments to improve classroom practice
- Through mentoring and/or support during first three years of service



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Why Serve Private Schools?

- Federal programs are supported from **tax dollars**
- All children and teachers are eligible to access these programs.
- NCLB **requires** equitable services be provided to private school teachers.



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### How are private schools served?

- No public funds are distributed to private schools, **only services and materials**.
- Private schools submit an ***Intent to Participate*** form each spring.
- Public schools consult with private school officials prior to submitting the federal grant application.



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What are the consultation requirements?

- Must happen prior to district decisions being made
- Must take place throughout the year to ensure the needs of the private school teachers are being met.
- Must be documented by the district
- Consultation is an ongoing process that can occur in as phone calls, e-mails, or a site visit.



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### **What does consultation cover?**

- The amount of funds available to serve the private school teachers
- How the needs of private school teachers will be identified
- What professional development services will be offered
- How and where the services will be provided



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What are the characteristics of services provided private schools?

- Must begin at the same time that services begin in the public school
- Must be secular, neutral and non-ideological
- Must be provided independently of the private school or any religious organization
 - Private school personnel cannot be hired to provide the services.



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### **What IIA services are available to private school teachers?**

- Professional development for core teachers is the only Title IIA service available to private schools.
- The professional development provided must be used to measurably raise student achievement.



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How can private school professional development be provided?

- Participation in scheduled professional development at the school district
- Professional development services provided to private school staff by public school staff
 - *Private school staff can not be hired to provide training*
- Registration for a workshop or contracting a trainer

Governed by ESEA Title IX, Uniform Provisions



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### How does the district determine the amount of funds required for equitable services?

- Private schools are eligible for at least as many professional development services as they were eligible for in FY2002 under Class Size Reduction and Eisenhower. This is the “hold-harmless” amount.
- The private school share is the greater of the “hold-harmless” and the equitable share of professional development.

*The equitable share is calculated on the Title IIA Budget Pages of the ESEA/NCLB Consolidated application in E-Grants.*



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What if the public district doesn't want to provide professional development with IIA funds?

- Private school core teachers must be provided professional development before the public district can flex or transfer funds or use funds for class size reduction or another Title II, Part A activity.



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**Does the professional development program for private school teachers have to be the same as the professional development program for public school teachers?**

- No. Consultation and coordination are essential to ensuring high quality, sustained, intensive, and classroom-focused professional development activities.
- If the professional development needs of the private school teachers are different from those of the public school teachers, the district should develop a separate program with the private school representative .



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Process for Selecting Title II-A Activities

- Evaluate district and school data
- Identify greatest need in student achievement and/or teacher content and/or practices
- Determine focused objectives to address needs
- Look for inequities in gender/income levels/ethnic groups



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## In summary:

- Have a committee evaluate district data
- Determine strengths and areas to improve
- Consider the five-year school and district plans
- Coordinate with other program plans to raise student achievement
- Raise student achievement
- Supplement, don't supplant



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Non-Supplanting Rule:

Expenditures must supplement, not supplant non-federal education funds.



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## *Federal Resources*

- **Title II, Part A, Improving Teacher Quality Guidance**  
*<http://www.ed.gov/programs/teacherqual/guidance.pdf>*
- **Ensuring Equitable Services to Private School Children  
A Title I Resource Tool Kit**  
*<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>*
- **Title IX, Part E, Uniform Provisions – Equitable Services to Eligible  
Private School Students, Teachers, and Other Educational Personnel, Non-  
Regulatory Guidance**  
*<http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>*
- **Guidance on the Rural Education Achievement Program (REAP)**  
*<http://www.ed.gov/policy/elsec/guid/reap03guidance.doc>*
- **Federal Office of Non-Public Education**  
*<http://www.ed.gov/about/offices/list/oii/nonpublic/index.html>*



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OPI Resources

- **OPI Title II, Part A**
<http://www.opi.mt.gov/TitleIIPartA/index.html>
- **OPI Services to Private/Nonpublic Students and Teachers**
<http://www.opi.mt.gov/NonPub/Index.html>



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